

Universal Preschool Expansion

CPS Board of Education Update
April 24, 2019



Office of Early Childhood Demographics

Enrollment

Preschool Total: 16,705* (20th day)

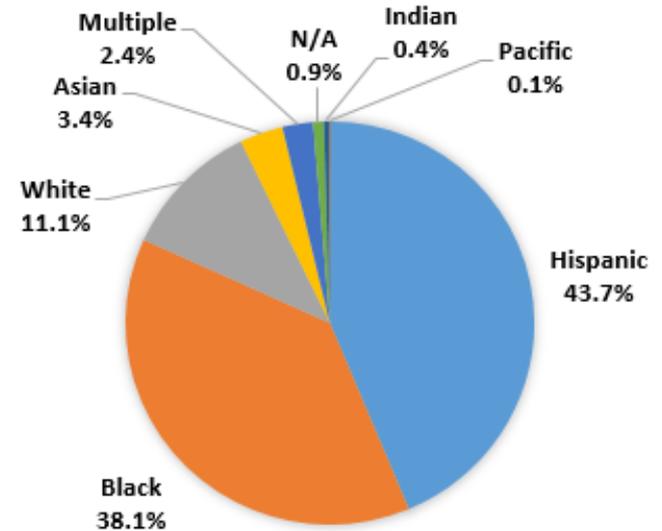
Classroom Total:

- Grant Funded Preschool: 16,212
- Tuition Based: 231
- Montessori: 262
- English Language Learners (ELL): 32.1%
- Students with IEPs: 11.8%

359 out of 415 Elementary Schools (86.5%) have Pre-K Programs (half and/or full-day)

69.2% of Pre-K students in SY17-18 attended the same school for Kindergarten in SY18-19

STUDENT MAKEUP



*Preschool students in charter schools and instructional classrooms are not included.

Why Full-Day Preschool

- Stanford Center for Education Policy Analysis
 - “The offer of full-day pre-k produced large, positive effects on children’s receptive vocabulary skills by the end of pre-k. Among children enrolled in district schools, full-day participants also outperformed their peers on teacher-reported measures of cognition, literacy, math, and physical development. At kindergarten entry, children offered pre-k still outperformed peers on a widely-used measure of basic literacy.”
- National Institute for Early Education Research (NIEER)
 - “Children attending full-day programs did better on mathematics and literacy tests than children in a 2.5 to 3-hour public preschool program and the achievement gains continued at least until the end of first grade.”
- Journal of the American Medical Association
 - “Three and 4-year-olds who went through a seven-hour a day preschool program demonstrated higher scores on tests of social-emotional skills, language, math, and physical development than young children who attended a program for three hours a day.”
- Other large schools districts offering full-day PK to four-year-olds include New York City and Washington D.C.



Universal Preschool (UPK) Expansion

Goal: Build a system where all interested Chicago families may send four year olds to full day preschool

Three-Year Roll Out: Prioritization based on communities with greatest need

Four Year Olds Served in CPS: Eliminate CPS Gen Ed half-day classrooms as we expand, except for some blended half-day classrooms

Mixed Delivery: Provide quality full day preschool through both CBO and CPS schools. DFSS and CBOs would continue to prioritize servicing birth through three year olds.



Facility and Community Analysis

CPS, DFSS and the Mayor's Office have engaged in a comprehensive community analysis to determine roll out of full day pre-k by community area over the next three years

Process	Focus / Considerations
Conduct community, enrollment, and facility analysis	<ul style="list-style-type: none">• Community need, defined by poverty and other factors• Existing kindergarten and CBO enrollment, census data• School and community based capacity to expand
Outline a 3 year expansion plan	<ul style="list-style-type: none">• 2019-20: High need communities with sufficient capacity to add and convert classrooms to provide adequate full day classrooms.• 2020-21: High/Moderate need communities where facilities investment is needed in order to build capacity sufficient to provide universal full-day programming.• 2021-22: Low need communities that require substantial facilities investments.
Identify and communicate community areas	<ul style="list-style-type: none">• Develop a communication plan to ensure community collaboration and engagement.• Socialize targeted community areas within networks and communities



Achieving Universal Pre-K

- **To build a PK-8 system**, CPS anticipates needing an additional 450 classrooms
 - CPS will work closely with communities to prioritize and determine demand based on multiple factors including Pre-K applications, kindergarten enrollment, community demographics, etc.
 - **2020-21:** Predominately located in the South and West Sides of the City (estimate needing 250-300 classrooms)
 - **2021-22:** Expansion in Southwest Side, Central, North Side, and Northwest Side (estimate needing 100-150 classrooms)



Action Items

- Talent
 - Chicago Early Learning Workforce Scholarship Program (City of Chicago)
 - Early Childhood Residency Program (CPS)
 - Early Childhood Recruiter
- Access and Technological Enhancements
 - Application and Data Management
 - Assessing options to align Pre-K application/enrollment process and policies to K-8
 - Moving to school based verification in 2019-20
- Collaboration
 - Weekly touch points with Department of Family and Support Services and City of Chicago
 - Early Childhood Community
- Facility Analysis

